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ABSTRACT

It is proposed that the training of teachers in the techniques of language instruction can work in two different directions: teachers trained in universities, who have the most confidence in their subject-area abilities, need training in methodology; teachers educated in teacher training institutions are methodologically well prepared, but they often need to work toward the enrichment of subject knowledge. The differentiation is found to be helpful in preparing language teachers for the sociocultural dimension of language teaching at the elementary and secondary level. Excerpts from English literature are used to illustrate how teachers can be trained to approach instructional material from the point of view of its sociocultural content or its potential for class activities. Suggestions are given for the selection of materials for studying cultural context or social issues. (MSE)

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THE SOCIO-CULTURAL DIMENSION OF INTEGRATED LANGUAGE STUDIES

David Whybra

According to the education or training of teachers the focal point of further training and education very often varies on a linear scale from a methodological emphasis to a subject knowledge emphasis. Colleagues who have had a university education should be approached from the subject knowledge angle working towards a methodological preparation. Their feeling of security concerning subject knowledge can further their confidence and enterprise with regard to methodology.

Colleagues from teacher training institutes can be approached via methodology, working towards an enrichment of their subject knowledge. The self-confidence they have in methodology makes it possible to make full use of the scope which is available in the broad area of subject knowledge.

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This differentiation is worthwhile to permit teachers of all pupil age groups to experience the socio-cultural dimension of foreign language teaching.

Considering the following text from D.H. Lawrence's Lady Chatterley's Lover which will subsequently be contrasted with a newspaper feature, it would be quite natural to do the formal literary appreciation familiar to university graduates. We can then use Lawrence's fears of the encroachment of machines into the very nature of man, which are basically represented here by the pregnant statement, "One England blots out another" and by his frightening description of the "common people", to lead over to an article from the Daily Mirror on life in "the street of the average British worker". The necessary comments on text types must be made and linguistic examination of the two texts should ensue.

England, my England! But which is my England? The stately homes of England make good photographs, and create the illusion of a connection with the Elizabethans. The handsome old halls are there, from the days of Good Queen Anne and Tom Jones. But smuts fall and blacken on the drab stucco, that has long ceased to be golden. And one by one, like the stately homes, they are abandoned. Now they are being pulled down. As for the cottages of England - there they are - great plasterings of brick dwellings on the hopeless countryside.
Now they are pulling down the stately homes, the Georgian halls are going. Fritchley, a perfect old Georgian mansion, was even now, as Connie passed in the car, being demolished. It was in perfect repair: till the war the Weatherleys had lived in style there. But now it was too big, too expensive, and the country had become too uncongenial. The gentry were departing to pleasanter places, where they could spend their money without having to see how it was made.
This is history. One England blots out another. The mines had made the halls wealthy. Now they were blotting them out, as they had already blotted out the cottages. The industrial England blots out the agricultural England. One meaning blots out another. The new England blots out the old England. And the continuity is not organic, but mechanical.

Within a year of Connie's last visit, it had happened. There stood Shipley Hall Estate, an array of red-brick semi-detached "villas" in new streets. No one would have dreamed that the stucco hall had stood there twelve months before.
But this is a later stage of King Edward's landscape gardening, the sort that has an ornamental coal-mine on the lawn.
One England blots out another. The England of the Squire Winters and the Wragby Halls was gone, dead. The blotting out was only not yet complete. What would come after? Connie could not imagine. She could only see the new brick streets spreading into the fields, the new erections rising at the collieries, the new girls in their silk stockings, the new collier lads lounging into the Pally of the Welfare. The younger generation were utterly unconscious of the old England. There was a gap in the continuity of consciousness, almost American; but industrial really. What next? (Lawrence 1928, p. 138 ff)

Dawn in Britain, in a street of no importance. The first colours of day, gray tinged with green, are by courtesy of fallout from a forest of chimneys; the glow of a cigarette denotes a human being.
At this time they pass each other, going from one side of the street to the other from shift to shift, from the side where they live to the side where they work, and back again a dozen hours later.

The Devitts live at 19, Eden Street, in Blackburn, a town said to have recovered from the industrial revolution and now diversified and prosperous and planned, say the City Fathers, who point with pride to its transplanted heart of concrete beehives and catwalks and one-way confusion which leads, unfortunately, to Eden Street.
Eden Street and all the streets that run like ribbons of barracks throughout industrial Britain are still the silent heartland of this country; and let there be no doubts about that.
Ron Devitt has steel grey hair. On his living room wall is a wedding picture taken thirteen years ago in which he looks like the boy he was. He might be fifty now. He is thirty-eight, with a peptic ulcer - "the damn hours and everything else, I suppose."

Like most factories in Britain, Singer's is simply a place of noise and confinement and mind-mashing boredom. There is also no sick pay.

Mrs. Ivy Littler stands at the next machine. "I'm really not anything: I'm only a machine hand," she says with a laugh. "What do I do here? I shave these little steel rods down to a point and I've no idea what happens to them then and I don't care."

It is dusk now and the vives are coming home from their work and the grey-green muck has dropped like a blind over the sun, making silhouettes of Ron Devitt's boys - Ronnie, who is twelve, and Stephen, two - as they play among the warring dogs and the litter and the broken bricks and the Daz packets in Eden Street's garden, beside the ink-black canal. "I'm going to join the Army when I'm ready!" proclaims Ronnie. "Why?" I ask. "That's the way to get away from here, isn't it?" He kicks a Pepsi tin, thinking. "You know, my dad says I'll be no better than him if I don't get away from here."
(Daily Mirror 1973)

At this juncture living and housing conditions in Great Britain can be the subject of a primary discussion which should be fuelled by the tactical employment of advertisements issued by British New Towns.(1) These illustrate the push and pull factors in the whole socio-economic situation of western man. The advertisements reappear regularly in British newspapers and are a relatively easily accessible source of material for teachers. The pros and cons of various advertisements with regard to their use in school leads to a fruitful discussion relating at one and the same time to content and method.

The emphasis can now be shifted to the methodological appraisal of team-work to build up a schematic representation of push and pull factors (2) and to the preparation of a debate for and against high-level housing. Jarman and Whybra have the following suggestions as to teaching methods:

A variety of teaching methods are offered through the presentation of the subject. For instance: group work for the advertisements in Chapter 1; team work for "The 3 Magnets" (p.23) and for the "Take sides"

debate (p. 37); *partner work for the dictionary definition* (p. 20); *team/partner work for the research projects* (p. 82) *and for the work-points* (p.91) . *Also a lot of scope has been given to creative activity to combat the reproduction effect that foreign language learning often has* (Jarman/Whybra 1982). (3)

Associated suggestions made by colleagues should be included (4) and new ideas evolved, e.g. silent impulses, visual aids and semantic fields. Further material should be adduced, e.g. extracts from the novel Late Call by Angus Wilson. (5) Here the generation gap aspect offers us a new perspective of New Towns.

As we are also dealing with teacher education, there are good grounds for offering a text from Orlando by V. Woolf (6) which dates from the same year as the introductory text from Lawrence and returns us to his themes, while using different imagery.
The visionary component in the work of Lawrence, Woolf and in that of the founders and furtherers of Garden Cities (7) and New Towns provides fine material for a more philosophical consideration of the whole complex which has been worked on and enables summaries and conclusions to be made.
This comprehensive and at the same time integrated approach to subject knowledge and applied pedagogy is intended to combat the vacuum or rather isolation that teachers are left in after conclusion of their studies (8).

Teachers must also be given methodological hints on how to find material and advice on how to use that material. An extract from Overload by Arthur Hailey (1978) illustrates the point.

As the door flew open, the trio rushed in.
Inside, against an interior wall some twenty-five feet away, three men were working. Afterwards Harry London would report with relish: 'If we'd mailed 'em a list, with specifications of how we'd like the evidence laid out, they couldn't have done better.'
An electric current transformer cabinet - installed, then locked by GSP & L - was open. Several transformer switches, it was discovered

later, had been opened, bound with insulating tape, then closed. The effect was to reduce electric meter recordings by a third. A few feet away a gas meter had an illegal bypass partially exposed. Supplies and tools for the work being done were spread around - insulated pliers, socket wrenches, lead disc seals and a mechanic's seal press (both stolen from CSP & L), and the transformer cabinet casing with a key - also stolen - in its lock.
Wineski announced in a loud, clear voice, 'We are police officers.' He ordered, 'Don't move! Leave everything where it is.' (...)

There was a pause in which three sets of handcuffs clicked. 'All right, Harry,' Wineski called over. 'Now tell us what all this stuff means.'
'It's the kind of solid evidence we've been looking for,' the Property Protection chief assured him. 'Proof of big-time electric and gas stealing.'
'You'll swear to that in court?'
'Sure will. So will others. We'll give you as many expert witnesses as you want.'
'Good enough.' (...)

'You'll remember,' London began, 'that soon after we caught those Quayle guys stealing power at the Zaco Building, I told you we'd uncovered a rat's nest. I predicted there was a lot more to come, and that some big names might be involved.'
Nim nodded.
'Try this big name on: Mr. Justice Paul Sherman Yale'.
Nim shot upright. 'You have to be kidding!'
'I wish I were,' London said dolefully. 'Unfortunately, I'm not.'

(pp. 270-172, 332)

Leisure-time fiction reading can be useful to illustrate that truth is sometimes stranger than fiction. The text excerpt can be set in connection with the newspaper article "Executive fiddled gas to heat his swim pool" to examine motives and morality.

A compa ny director's gas meter was by-passed to cut the cost of heating his garden swimming pool.

Donald Bolt, 47, with business interests in house building and car sales, was said to have told a workman installing the pool: "I've paid for it long enough. I'll have something for nothing."
Robert Giles, the fitter who worked on the piping, told Rochford magistrates Bolt had agreed to a suggestion that the meter be by-passed.
The fitter's workmate, Michael Davies told the court:
"Bolt asked him to keep him out of it. He offered to pay any fine as well as a couple of bob on top."
Bolt, of Benfleet Road, Hadleigh, denied the fitter had suggested a meter fiddle.
He pleaded not guilty to stealing gas between April and December last year. He claimed: "I'm a man of substance, I would not have wanted to carry out this deception. It would not be worth my while."

"I did not know anything about it until the police and gas board called. When I asked Giles why he had done it, he told me he thought he would do me a favour."
But Bolt was found guilty of stealing £ 160 worth of gas. He was fined £ 100 with £ 20 costs. He has paid the gas board £ 250 to connect the pool to the meter and has paid for the gas he had stolen.
Mr. David Jeremiah, defending, said: "His conviction comes as a shattering blow considering his position in the community.
Even on the prosecution case it is obvious that Giles thought of the scheme and Bolt only agreed to it with some hesitation."
Giles, of Wilmslowe, Canvey, a fitter with a private firm, was fined £ 50 in January after admitting the offence.

(Evening Echo 1981)

The progression to the whole question of energy and the elements could be achieved by exhibiting the 4 posters "Earth", "Wind", "Fire" and "Water" which are now on general sale. (9)
The scope for finding and organising material to be used in task-based teaching would be considerable on an INSET course and colleagues should gain satisfaction from the wealth of topical material.

Topicality is not necessarily always a key criterion, it may just be a didactic aid. The poem 'I too' by Langston Hughes and excerpts from Second-class Citizen by Buchi Emecheta (1974) are not, for instance, so much designed to qualify as topical, but rather to be basic.

I too

I, too, sing America
I am the darker brother
They send me to eat in the kitchen
when company comes
but I laugh,
and eat well,
and grow strong.

Besides, they'll see
how beautiful I am
and be ashamed, -
I, too, am America

To-morrow
I'll sit at the table
when company comes
nobody'll dare
say to me,
"Eat in the kitchen"
then

Langston Hughes

Two weeks later, on the noticeboard in front of the post office at Queen's Crescent, she read on a blue card of a vacant room. There was no 'Sorry, no coloureds' on it. Adah could not believe her eyes. To make sure the room would be kept for them, she decided to phone the landlady as soon as she got to the library.
She knew that any white would recognize the voice of an African woman on the phone. So to eradicate that, she pressed her wide, tunnel-like nostrils together as if to keep out a nasty smell.
It was stupid of her though , because the landlady would find out eventually. She was simply counting on human compassion.
Yes, the two rooms were still available. Yes, she would keep the rooms for them. No, she did not mind children. She was a grandmother herself. She'd be very glad to have them, to keep her house alive.
It was all so friendly, so humane. But what would happen when the landlady was faced with two black faces? Adah told herself that it

would be better to postpone this discovery to the last minute. One could never tell, she consoled herself, the women might not even mind their being black. Second class citizen (pp. 80-81).

The problem of skin colour and of racial prejudice can then be tackled in a variety of ways, as these hints from a Teacher's Book accompanying a textbook on the subject show.

A variety of teaching methods are offered through the presentation of the subject. The arrangement of texts on pp. 19-20, 27-29, 34, 44-45 and 83-89 lends itself to group work with short reports or with subsequent plenum discussion. The material on the repatriation issue (pp. 23-26) is very appropriate for private study with a subsequent debate. Before dealing with the question of colour (p. 6) we suggest using twin silent blackboard impulses (black and white) to upgrade pupil involvement. Similarly the impulse slavery might be used before dealing with the material beginning on p. 48. For ambitious colleagues we believe that the material under SOME PEOPLE WILL BELIEVE ANYTHING (pp. 36-39) provides a unique opportunity for a dramatised documentary. As mentioned briefly in ZUR INHALTLICHEN PROGRESSION, chapters 4,5,6 and 7 may be considered as parallel projects for those colleagues short of teaching hours. Blackboard organisation by the pupils of the material on pp. 59-60 might be worthwhile for a clear characterisation of the Asians. Naturally the WORKPOINTS on p. 97 offer all sorts of possibilities for partner and work group. (Jarman/Whybra/Hase 1983)

Prof. Gerhard Neuner has spoken of "entering into new worlds through texts." By extension we could say they our colleagues (and later their pupils) can enter into 'old' worlds through texts. Excerpts from Brighton Rock by Graham Greene (1938) and No Mean City by A. McArthur and H. Kingsley Long (1956) show the brutality that existed in western industrial society long before trashy American TV crime films or video existed.

The mob were enjoying themselves, just as he had always enjoyed himself. One of them leant forward to cut his cheek, and when he put up his hand to shield himself they slashed his knuckles again. He began

to weep, as the four-thirty went by in a drumbeat of hooves beyond the rail.
Then somebody from the stand shouted 'Bogies' and they all moved together, coming quickly at him in a bunch. Somebody kicked him on the thigh, he clutched a razor in his hand and was out to the bone. Then they scattered as the police ran up the edge of the course, slow in their heavy boots, and he broke through them.

(Greene 1938, p. 106-107)

The manager began running across the floor with a shout of "No fighting here!" The big red-headed fellow stood transfixed with astonishment and gathering rage. Suddenly he came to life. He shook his girl from his arm and leapt at Razor King with a roar. Johnnie had no time to draw his weapons for the other's fist caught him a smashing blow between the eyes and felled him to the floor. That was the signal for the furious and bloody affray which followed immediately. Johnnie's "division" was out of its own district in this hall, a favourite haunt of the crowd from Townhead. Razors flashed and bottles were grasped as the Gorbals lads charged indiscriminately into battle. McLatchie, the redhead, fought like a bull, but he was driven back from where Johnnie lay. The toe of an iron-shod boot laid open Johnnie's cheek, but he staggered drunkenly to his feet, only to be overwhelmed by the rush of Townhead lads to McLatchie's assistance.

(McArthur/Kingsley Long 1956, p. 108)

They also help us to put some apparently violent youth styles and subcultures into perspective. Existing phenomena can be explained (10) and the realisation that we are not dealing with a transitory sociopsychological problem may help future generations to find solutions.

"The value of literary texts does not result merely from their having been composed, but rather from their ranging among a typology of texts which should be established under the aspect of 'social relevance'" says Hermes. (Hermes 1979, p. 28). The decision whether to use certain texts or not in foreign language teaching should be taken according to

the social and therefore communicative relevance of those texts. Hermes continues: "Not only should those texts be chosen which take the assumed pragmatic needs of the pupils into account for their future everyday life, but also those which invite the children to grapple with the content and form their own opinions. Thus, for 11-16 year old pupils, it is precisely fictional texts which are communicatively relevant (in foreign language teaching)" (Hermes 1979, p. 28)

By extension we can transpose Hermes' argument to older pupils and even to teacher trainees. There remains a basic challenge, however, for INSET courses. The social and communicative relevance of texts to be used in foreign language teaching can only be established in a comprehensive approach which integrates the linguistic, literary, socio-cultural and methodological approaches.

Notes

1. See Jarman/Whybra 1982, Chapter I and Appendix.
2. See Jarman/Whybra 1982, p. 23 and Howard 1965.
3. cf. Jarman/Whybra 1982, Teacher's Book, p. 4.
4. cf. Baumann, K./Salzmann, I., Stadtplanung im Unterricht: Planen und Wohnen als Umwelterfahrung und soziales Verhalten: 6 Beispiele ästhetischer Erziehung, Köln, Dumont Schauberg, 1974.

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   Piepho 1974, pp. 194-5 was already commenting ten years ago: "I have taken what appears to be an easy example from Chaplen's book (fig. 1). This plan should be shown on the OHP without the key and text.

   Aim: the utterance of guesses and conclusions as in the following:

'That seems to be an American town. That seems to be the station. Number five could be another railway site, maybe a freight station. The large buildings - by way of comparison - must be department stores or large administrative premises. This part of the town is not indicative of any industry. I would associate this with a Midwestern town. The arrangement of the streets looks very mechanical!'

The key can now be given and the scope for utterances extended. More conclusions can be drawn: shopping district, economic heart, unusual position, bus and railway connections, rural hinterland etc.

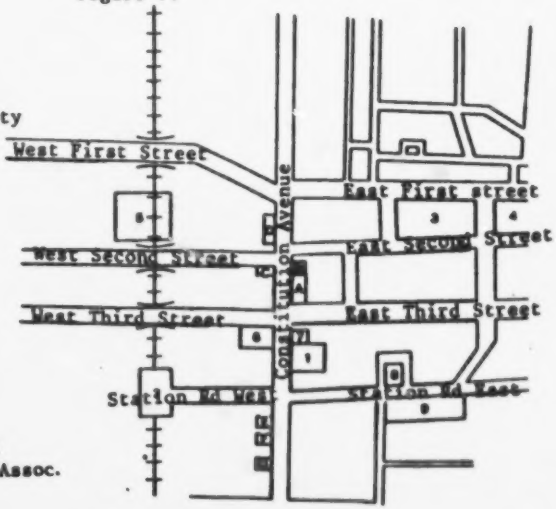
After this introduction the pupils can progress to a first interpretation of town planning in their home town, enriched with data, pictures and any other information for which the appropriate lexical material and communicative structures must be assembled and employed".

Figure 1.

Key
1. Town Hall
2. Station
3. Bus station
4. Waterworks
5. Gas and electricity company
6. Telephone exchange
7. City police station
8. City Library
9. City museum

Key
A. Supermarket
B. Brown's
C. Avenue drugstore
D. Macy's
E. Industrial Bank
F. George Washington Savings and Loan Assoc.
G. Wortham's bank

= Flyover



THE CITY OF HAMILTON

5. pp. 70-71, 140-143, 162-163
6. The end of Chapter 4 and the first few pages of Chapter 5 offer good material.
7. cf. Jarman/Whybra 1982, pp. 24 and 28 or Howard 1965.
8. cf. Edelhoff, C.: "Once formal qualifications have been achieved, teachers are left to themselves". (Stuttgart 1983)
9. Impulses may range from a picture of the sun drawn on the board to an article on wind farms in California from TIME or NEWSWEEK.
10. See Jarman/Whybra/Hase 1984, Chapter 4, "It all ends with a kick in the face."

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